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## A Homemaking Teacher Talks Shop

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# A Homemaking Teacher

## Talks Shop

*Betty Ann Brady, '42, writes about her job as homemaking teacher and adult class supervisor in an Iowa high school*

**K**EEPING in step with the interests of high school homemaking girls is a busy, but pleasant pace. The activities which come under my supervision as home economics instructor are varied, but have proved valuable to both the students and myself.

Because three years of vocational homemaking are offered in the Rockwell City High School, girls who choose them are ready to help plan each unit. A second year of home economics in the same school is beneficial to the girls as well as to me. The better we know each other, the more capably they carry out those activities they want and need.

We try to incorporate as much experience as possible into all regular units. For instance, a first year class observed and worked with children the ages they care for on free evenings. They applied their knowledge by helping second grade pupils prepare nutritious milk products.

In addition to experience, wartime adjustments are constantly necessary. Rationing, besides money budgeting, enters each food unit. Clothing study centers around make-over problems as new fabrics become scarce.

By trading with a shop class last year, one group learned to take brother's place as home handyman. The boys covered simple cookery and discovered why there is a national nutrition campaign. A similar class exchange is planned for this year.

First year girls have an active "Better Way Club," also open to freshmen who are not in the homemaking class. They develop leadership qualities which are of value to them when they enter senior high school.

Senior high homemaking classes also have a club this year. Their main objective is one of service, now in the form of Junior Red Cross activities. By dedicating two mornings of homemaking classes and home rooms each month to their projects, a regular quota of work is established. The January goal is a pair of

Red Cross bedroom slippers to be made by each girl. Noon meetings and luncheons follow these service mornings.

With time available for home projects under a vocational program, the girls spend outside time on their individual interests. One sophomore girl not only makes her own clothes but many for two younger sisters.

In the winter adult homemaking is one of the courses offered at night school. Each of ten 80-minute classes is followed by a forum, featuring a state and occasionally, a nationally recognized speaker. The organization of this adult school is accomplished through town and country councils, the members of which are elected by popular vote at the last general forum of the year.

Last year's homemaking adult group selected as its subject, "Live at Home and Like It," featuring wartime recreation activities. This year, "Clothing—Make It Do," is combining demonstrations and discussions with sewing by class members. Difficult construction steps, tailoring, makeover and care of clothing are included in the course.

These adult classes not only provide learning and social experiences for the members, but they have been excellent places for me to become better acquainted with the community. Exchanging ideas with women who have practical homemaking experience is as valuable as a course in college.

The ten-month vocational homemaking year leaves two months for a vacation or summer job. My last summer was filled with a three-week Teachers' Workshop at Iowa State and the second summer session as advisor in Isabel Bevier Home Management House. High school girls are as interested in their teacher's summer activities as we are in their home application of the knowledge in clothing, food and child care which they have gained in the classroom.